

Use of Rewards/Reinforcers

- ❖ Use preferred to highly preferred items
- ❖ *Be sure to dispense considerable reinforcement for the behavior that is being promoted to overcompensate for any reinforcement associated with the challenging behavior (i.e., avoiding a task or a non-preferred demand; bolting; stealing, venting, etc.)*
- ❖ There are 4 elements that must be satisfied for a reinforcer to be effective: *Increase the frequency of the Replacement Behavior.*

DISC

DISC – Deprivation of reinforcer

- Only available when targeted replacement behavior occurs
- Special video when keeping seatbelt on
- “Blue” Gatorade for following in-store rules

DISC – Immediacy

- After the replacement behavior the more **immediate** the reinforcer, the better
- Acknowledge the Pleasure Principle in decision making
- Factor in language comprehension & Age of the child
- Rate the difficulty of behavior/situation

DISC – **Size** of the reward must compensate for the level of demand and what the child will be “giving up”

DISC - **Contingent** on Replacement Behavior: *Only reward what you want to increase.*

- ❖ Remember the Christmas or Hanukah list?
 - Always changing
 - Keep an eye out for potentially new reinforcers
- ❖ Look for when the children are engaged in appropriate behavior and reinforce through behavior-specific praise. The objective is for time spent on acknowledging / reinforcing appropriate behavior to be greater than time spent on intervening during inappropriate behavior (Objective: 5 to 1)
 - Remember: *Catch them doing something right.*

Use of Consequences/Punishers

- ❖ Research strongly indicates that punishment alone will not significantly decrease “bad” behavior
 - Punishment is a “back-end response” as oppose to a “front-end response” (Dr. Ross Greene)
- ❖ And Research tells us that when using punishment, it will need to be sufficient enough to cause enough discomfort or loss of some value to act as a deterrent for when the particular contingency comes up again.
 1. The more predetermined, the better – write it down and review ahead of time with the children.
 2. Punishment can be in the form of:
 - Not having access to specific privileges/items (i.e., Fining system or Cost-response, *Toy Jail*)
 - Time-out from reinforcers or privileges (“Time-in” needs to work first)
 - Correction to *Over*-correction: Immediate, **non-punitive**, offer increased assistance when needed
 3. Try to make the consequence as logical and natural as possible
 - Logical – teasing/swearing to result in loss of preferred food and beverage items; breaking / hiding / throwing toys to result in loss of highly preferred toys/games; etc.
 - Natural – not cleaning up toys outside to result in them getting all wet (maybe temporarily ruined) due to the rain
 4. Take physical possession – Consequence to consist of something tangible that the parent can easily enforce (removing access to something as oppose to the child having to perform an event – unless the parent is relatively sure that the child will comply)
 - Example (for older children): taking the keys to the car vs. grounding
 - Example (for younger children): locking the door to the computer room or removing the power cord vs. simply stating that he/she cannot use the computer
 - Objective: Limit the need to follow up on enforcing the consequence
 5. Consequence to be relatively **brief** to allow child *additional chances* to engage in appropriate or replacement behavior over inappropriate behavior
 - Examples: Lose Gameboy for 2 hours; No favorite foods for the night
 6. Consequences can either be **all-inclusive** or arranged in a **hierarchy**
 - All-inclusive: Lose access to all highly preferred toys for two hours (Good for a challenging behavior that can only happen once a day)
 - Hierarchy: Lose access to preferred toy for two hours; within the two hours, continued inappropriate behavior results in loss of a *more*

preferred activities, etc. up to the most highly preferred item (Good for a challenging behaviors that may be repeated throughout the day)

7. Consequence not to interfere with Replacement Behavior (Examples: Being suspended; not being allowed to have recess or eat lunch with peers; Books being taken away)

- ❖ The goal in using punishment is not to be punitive (retaliation, revenge, to cause suffering) but to change behavior (*From Challenging behavior to Replacement behavior*)
- ❖ The definition of “punishment” in behavior science includes that there be an eventual *decrease of behavior*. If there is no decrease in behavior, then by definition the intervention is not a “punishment” and may actually be a reinforcer.